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ABSTRACT

This paper summarizes the 1986 findings of Kyoko Oi on the distinctive features of differences in discourse pattern between English and Japanese, using results from the argumentative English as a Second Language (ESL) writing of 87 Japanese students in Japan. Specifically, the study aims to examine whether the inner-argumentative analysis will enable the Japanese ESL students to: (1) write high-rated argumentative essays; (2) write in the General-Specific (GS) discourse pattern; (3) write in the one-directional argumentative pattern; (4) change argumentation less often in their writing; and (5) correspond the initial argumentative position with the closing position. Findings indicate that inner-argumentation analysis was an effective pedagogical tool. Data were analyzed by holistic scoring, discourse pattern, inner-argumentation pattern, argumentative alternations, and discrepancy between the initial statement and the final statement. Once students were given rhetorical instructions, their argumentative writing improved. Quantitative analysis showed a general pattern of improvement. To examine this change in more detail, a qualitative analysis was conducted. It was found that second essays were rated higher, were written in the general-specific discourse pattern and in the one-directional argumentative pattern, and argumentation changed less often. Actual writing samples are appended. (Contains five references.) (NAV)

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TESOL '95 at Long Beach
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ED 392 254

A Pedagogical Application of Research in Contrastive Rhetoric

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I. Introduction

We have ample evidences now in the field of contrastive rhetoric that reveal rhetorical differences on the level of discourse among languages. Research so far has been geared toward finding those differences as compared to English and there are some successful studies that identify the transfer of (non-English) native language patterns into English. It is now clear that when the students of different language backgrounds write in English they are apt to transfer the rhetorical patterns of their native languages and thus the resultant compositions are not acceptable according to the norms of English rhetoric. Then how should EFL/ESL teachers teach the norm of English rhetoric to the students of different language backgrounds? Investigations of this topic have thus far been scarce. This paper then, is one of the first attempts to apply findings in contrastive rhetoric research to an effective teaching of ESL/EFL writing.

The present research is based on the findings of Oi (1986), in which several distinctive features of differences in discourse pattern between English and Japanese are revealed . Some of them are as follows:

(1) As far as organizational pattern is concerned, American writing in English has a strong preference for the general-specific pattern, where the general idea or thesis statement is placed at the outset and these ideas coincide with the conclusion at the end. On the other hand, Japanese students writing in Japanese have a tendency to write in the specific-general pattern , where the general comment, if any, comes at the end. In the group of Japanese students writing in English, general-specific is a preferred pattern, but it is not dominant as in the case of the American students.

(2) Specifically as far as argumentative essay is concerned, American students take , what Kaplan calls,a linear pattern, with few bidirectional patterns. That is to say, they assume one view of an opinion and hold the opinion all the way through, not changing views. On the other hand, Japanese students used bidirectional argumentations. That is to say, they

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incorporate both views about an argument. Sometimes their positions fluctuate during the course of an essay. It is also often the case that what they state at the outset is not directly related to the argument at issue and that their final comments differ from what they proposed initially. These kinds of characteristics in Japanese writing are transferred into English when the Japanese students write in English. When native speakers of English read this kind of writing , they label it as "disorganized" and "illogical".

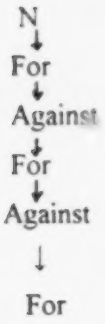
In the analysis of argumentative pattern, Oi (1986) proposed "an analysis of inner argumentation". This is to implement the weakness of General-Specific, Specific-General discourse pattern analysis. In the dichotomy of G-S vs. S-G pattern, macro-level discourse pattern can be discerned. However, the argument in the middle is often neglected. In the writing samples of Japanese students, their arguments fluctuate in the middle of their composition. This argumentative change is not taken into consideration in the analysis of this macro-level analysis.

Therefore, Oi(1986) proposed the analysis of inner-augmentation, in which the flow of augmentation and the frequency of argumentative change is taken into consideration. With this analysis, the nature of the composition can be examined very closely, and the flaw or weakness of the student 's writing can be shown clearly and diagnosed to the point.

This works in the following way:

First of all, all the sentences are numbered. Then, the sentence that functions as the general statement or a thesis statement in the essay is searched and labeled as "G". Then, all the sentences are labeled either "For" ("pro" argument for a proposition) , "Against" ("con" argument), or "Neutral". In an argumentative essay, a writer is supposed to assume a position about an issue. And it is ideal that the writer sticks to his opinion, supplying evidence or examples to support his view. Therefore, if analyzed using this inner-argumentation, all the sentences should be labeled with one category, i.e. either "pro" argument or "con" argument. However, in the writings of Japanese students, argumentative change occurs very often. In a typical case, a student starts with a neutral statement, stating one argument and then changing arguments and coming back to the previous statement and changing again, etc. Moreover, it is often the case that a Japanese student doesn't clearly state his thesis statement; neither at the outset, nor in the middle, or end. A native-speaker of English who reads this kind of writing gets very irritated and wonders, "What's the point?" "What is he getting at?" This type of discourse pattern is called the "widening gyre" by Kaplan.

Using "inner-argumentation analysis", this can be represented like this:



This way of representing argumentative change is very clear and convincing.

This analysis can be applied to all EFL writings regardless of differences in native language.

II. Present Study

2.1 Research Design

(1) Purpose

The purpose of this study is to see whether the inner-argumentation analysis, which was originally invented as a research tool in Oi (1986), can be used as an effective pedagogical tool in the EFL composition class in Japan. More specifically, the study aims to examine whether the inne-argumentation analysis will enable the Japanese EFL students to:

1) write highe-rated argumentative essays,
2) write in the General-Specific (GS) discourse pattern,
3) write in the one-directional argumentative pattern,
4) change argumentation less often in their writing, and
5) correspond the initial argumentative position with the closing position.

(2) Procedure

A. Subjects:

A total of 87 students participated in this study and those students were divided into 2 groups: Group A consisting of 46 students, and Group B consisting of 41 students. The reason for this devision will be explained below.

B. Sessions

Three sessions were conducted, with two weeks between each session. The first session was designed to collect pre-writings and the third to collect post-writings. The second session was conducted to give the students writing instructions based on contrastive rhetoric.

(1) The first and third sessions

In the first session, the students were instructed to write an argumentative essay in English in 40 minutes as pre-writing. Here, two topics were prepared as writing prompts, and these topics were counterbalanced between the two groups to avoid any topic effect on the performance of the students' writing. Group A was given Topic 1, which said, "Do you think it is better to go to the movies? Or do you think it is better to watch videos at home?" Group B was given Topic 2 saying, "Do you think it is better to live in an urban city? Or do you think it is better to live in a rural town?" In the third session, the students were told to write another

argumentative essay in English in 40 minutes as post-writing. This time, the two topics were switched between the groups: that is, Group A was given Topic 2, and Group B was given Topic 1.

(2) The second session

In this session, the students were given writing instructions devised by us. First, the students were given two passages, Passage 1 and Passage 2, which were taken from Oi (1986) (See Appendix 1). Both of the two passages were written under the same topic, "Do you think TV commercials should be banned totally?"

Each student analyzed the passages according to the technique of Oi's inner-argumentation analysis. That is to say, they read each sentence of the two passages carefully and examined which position each sentence took about TV commercials. For instance, if a given sentence expressed the position that TV commercials should be not banned totally, that sentence was labeled "For" because the position is for commercials. If a sentence maintained that TV commercials should be banned, the sentence was labeled "Against" because the position is against commercials. And if the sentence did not take either position, it was labeled "Neutral." Following that, the students counted how many times argumentative alternations occurred in each of the two passages. They also chose a sentence, if any, which contained the most general idea or the thesis statement and labeled it as "G".

After the students finished this task, we showed them how she analyzed the two passages (as it is shown in Appendix 1).

Then, the students were divided into small groups and discussed the differences between Passage 1 and Passage 2. We then asked for the students' opinions about the differences.

After that, we explained the differences in rhetorical pattern between the two passages upon the basis of the results of the inner-argumentation

analysis. At this point, we stressed the following four points:

(1) Passage 1 is written with the GS discourse pattern, in which a general statement comes at the beginning where the writer's position is clearly defined and the rest of the sentences support this position. However, in Passage 2, a general statement is omitted, and therefore, the writer's positions is not clearly shown in any part of the passage.

(2) Passage 1 is "one-directional," while Passage 2 is "bidirecitional." In other words, Passage 1 sticks to one position, "For", and thus it is written in a linear pattern; on the other hand, Passage 2 changes positions as many as five times, and therefore, is written like a pattern of a "widening gyre."

(3) Passage 1 does not refer to anything off the topic, while Passage 2 starts and ends with a neutral statement, which is not directly relevant to the topic at all.

(4) When the audience is composed of native speakers of English, Passage 1 is easier to read and more acceptable than Passage 2.

In explaining these points, the instructor showed Kaplan's famous diagram (Appendix 2), though adding the comment that the diagram is only an impressionistic one. Next, the instructor returned to the students the pre-writings which they wrote in the first session. The students were told to conduct an inner-argumentation analysis with their own essays. Then, they examined whether their essay was written with the "GS" discourse pattern and with the "one-directional" pattern of inner argumentation. They also counted how many times argumentative alternations occurred, if any, and they saw whether or not the positions presented at the outset and at the end coincided with each other.

2. 2 Analysis

The data were analyzed in the following four categories:

(1) holistic scoring, (2) discourse pattern (organizational pattern), (3) inner-argumentation pattern, (4) argumentative alternations and (5) discrepancy between the initial statement and the final statement.

(1) First of all, holistic scoring was administered by two experienced EFL teachers to see the overall effect of the instruction. The scores are A (highest), B and C (lowest).

(2) Discourse pattern

In order to identify the discourse pattern, each composition was classified, according to the presence or absence and location of a general statement into the following four categories: GS(general-specific), SG(specific-general), MG (middle general), OM (omission of a general statement). The location of a general statement was determined by identifying a sentence that serves to answer the proposition, "Do you think it is better to live in a rural town or an urban city?" or "Do you think it is better to go to the movies or to rent a video?" respectively. The sentence which states one position over the other, that is "I like to live in an urban city better than a rural town", or " I prefer going to a movie to renting out videos" is identified as the general statement in a given composition.

(3) Inner-argumentation pattern

In addition, in order to seek the pattern of argumentation , each sentence was classified into "pro" , "con", and "neutral" category. This time for the essay dealing with video/movie essay, sentences supporting videos over movies were labeled as "V". Those supporting movies were labeled "M", and those sentences which couldn't be classified into either category were labeled "N" (for neutral). Likewise, for the essay debating over urban vs. rural life, a sentence supporting urban life was labeled "U" and that supporting rural life was labeled "R", with some sentences also belonging to "N" category. A composition that consists of sentences all belonging to one category was labeled as "one-directional" and those that consisted of both arguments were labeled as "bidirectional".

(4) Argumentative alternations

Further, how many times argumentative alternations occurred was also counted.

(5) Discrepancy between the initial statement and the final statement

Next, the correlation between the position expressed by the first argument and the position expressed by the last argument was investigated. In other words, the object was to see if what a student uses as starting argument coincided with the conclusion he or she draws at the end, regardless of the argument in the middle.

2.3 Findings

(1) Holistic scoring

The grades A, B and C given by the rators were converted into 3, 2,and 1 respectively. And the average score for the both groups in each session was culcurated.

Table 1: Holistic scoring

	Group A	Group B
PRE	1.72	1.80
POST	2.20	2.22
POST - PRE	0.30 (t = 3.12**)	0.42 (t = 3.76**)

**p<0.01

A T- test was administered to see whether there were statistically significant differences between PRE and POST scores. And as you can see in Table 1, there were significant differnces for both Group A and Group B. So we can say that the students improved greatly in the post writings.

(2)Discourse types

Table 2: Discourse Pattern in Group A

	GS	SG	OM	MD
PRE	22/46=47.8%	5/46=10.7%	18/46=39.1%	1/46=2.2%
POST	43/46=93.5%	2/46=4.3%	1/46=2.1%	0/46=0%

Table 3: Discourse pattern in Group B

	GS	SG	OM	MD
PRE	21/41=51.2%	1/41=24%	14/41=15%	5/41=12.2%
POST	33/41=80.5%	1/41=2.4%	7/41=17.07%	0/41=0%

As Table 2 and Table 3 show, the ratios of GS pattern , which is an ideal organizational pattern in English argumentative essay increased greatly in the POST samples by both groups.

(3) Inner-argumentation pattern

As far as "one-directional" and "bi-directional" types are concerned, the results are shown in Table 4 and 5.

Table 4: One-directional vs. bidirectional argumentative pattern (GroupA)

	One-directional	Bi-directional
PRE	8/46=17.4%	38/46=82.6%
POST	40/48=87%	6/46=13%

Table 5: One-directional vs. bidirectional argumentative pattern (GroupB)

	One-directional	Bi-directional
PRE	5/41=12.2%	36/41=87.8%
POST	35/41=85.4%	6/41=14.6%

We can also see here the high degree of improvement in the post writings. The figures were exactly reversed. The great majority of students in the PRE sessions wrote in the "bi-directional" pattern, while in the post session they wrote in the one-directional pattern. In other words, they kept their arguments all the way through, without changing positions in the post writings..

(4) Argumentative alternation

The average number of argumentative alternations was obtained by dividing the sum of the number of alternations by the total number of subjects.

Table 6 :The average number of argumentation alterations

	Group A	Group B
PRE	2.6 times	2.59 times
POST	0.3 time	0.29 time

As it is clear in Table 6, the number of argumentative alternations has decreased great deal in post writing. In other words, the students wrote an essay without changing positions in the post writing.

(5) Discrepancy between the initial statement and the last statement.

Table 7: Discrepancy between the initial and the last statements

	Group A	Group B
PRE	19/46=41.3%	15/41=36.6%
POST	3/46=6.5%	1/41=3.4%

As the Table 7 shows a great number of students in pre-writing ended their essay with the position different from their initial statements. They have changed their positions during the course of composing. However, in the post writing, only a few students took this type of writing behavior.

III Qualitative Analysis

The quantitative analysis showed the general pattern of improvement of the post-writing over the pre-writing. To examine how this improvement can be observed in more detail, we attempted a qualitative analysis, comparing each student's pre- and post-writing.

In the following section, we will show five representative sample essays and explain in what way and in which part of the post-writing our rhetorical instruction had positive effects. All the grammatical and spelling errors in the samples are left uncorrected. The first three samples were written by the subjects in Group A, while the other two were written by those in Group B.

Sample 1: Subject A-7 (Appendix 3)

One of the characteristics of this pre-writing is that a general statement is omitted. In this writing, Subject A-7 does not take any clear stance towards a writing prompt. She starts with a sentence, "I am interested in movies and thus supports "movies." But in the middle, she suddenly takes a neutral position, saying, "what I'm thinking is case by case either." Then, again, she supports "movies," mentioning a wide, big screen and big, clear sound in the theater. However, in the second paragraph, she then supports "videos": she says that we can stop a video at any time and watch it many times.

On the other hand, her post-writing is much well-organized. She posits a general statement at the beginning, in which she clearly states, "I think it is better to live in a rural town." The following sentences provide reasons why she supports a rural life over an urban life: nature and kindness in a rural town. Furthermore, the first and the last sentences coincide with each other. Subject A-7 keeps her position until the end in the "one-directional" pattern.

Sample 2: Subject A-62 (Appendix 4)

What characterizes this pre-writing is the fact that argumentative alternations appear many times. Though Subject A-62 starts with the sentence which says, "I think it is better to go to the movies," she rather abruptly changes her argument, saying, "By the way, I like to watch a rental videos at home." Then, she changes her position in the sentence which goes, "But the film my favorite actor's playing is better go to the movies than to see a rental videos." And in the next sentence, she again changes her argument, supporting "videos." After all, she changes positions as many as 6 times. This sample is a typical example of Oriental rhetorical style illustrated by Kaplan (1966).

Her post-writing shows much improvement, however. Here, she sticks to an argument for an "urban life" throughout the essay. There is no discrepancy between her beginning and ending. The essay is written in a GS pattern: a general statement is placed at the beginning, and three specific reasons which support the general statement were introduced by appropriate transition words, such as "first," "second" and "third." These rhetorical devices enable the readers to follow her argument without difficulty.

Sample 3: Subject A-34 (Appendix 5)

Subject A-34's pre-writing is "bi-directional", written in a "gyre" style. She writes at the outset, "it is difficult for me to decide which is better." Then, at one point, she supports "movies" (saying, "Of course, to go to the movies is more exciting and more deeply impression"), but at the next point, she supports "videos" (saying, "On the other hand, to watch videos at home is convenient comparing to the movies"). And she concludes her writing with the statement, "I prefer watching videos." We wonder which position she takes after all. This pre-writing gives us the impression that Subject A-34 wrote whatever idea came to her mind without having any clear writing plan beforehand.

Compared with the pre-writing, her post-writing is rather short, yet compact in style. This post-writing is clearly "one-directional," arguing for an urban life. The initial and the final statements are correlated with each other, both arguing for an urban life.

Sample 4: Subject B-37 (Appendix 6)

This pre-writing is an example which shows a discrepancy between the arguments at the beginning and at the end. Subject B-37 begins with a statement "For me, it is better to live in an urban city now." In the middle, however, she suddenly begins to support a rural life. She ends the essay "illogically" with an argument for a rural life, which is completely opposite to the argument presented at the beginning.

Subject's B-37's post-writing has many grammatical mistakes, yet in terms of organization, it is far better than her pre-writing. She keeps her argument for videos all the way through, presenting a general statement at the beginning, giving specific reasons with such transition words as "in the first place," "in the second place," and "thus." It is written in the "GS" as well as "one-directional" pattern.

Sample 5: Subject B-32 (Appendix 7)

The last sample was written by Subject B-32. The first sentence in her pre-writing is interesting. She says, "It is very difficult question" and avoids giving a definite answer for the topic. This kind of attitude is often observed in Japanese students' argumentative writing. When required to write an argumentative essay in English, Japanese students often hesitate to take one position or support one argument over the other. We suspect that this hesitation comes from a Japanese cultural tendency: to let the two opposites coexist. And when realized in writing, this kind of hesitation often takes a form of a neutral statement, which is considered to be off the topic.

Another characteristic of this pre-writing is that Subject B-32 is totally absorbed in her own subjective world. This might probably come from her lack of consideration for the audience. She writes according to the "stream of consciousness," referring to her experiences in Tokyo, in Hokkaido, and finally in New York. And her conclusion is rather comical in tone: "I may be a big star if I lived in an urban city."

On the other hand, her post-writing is more organized. Here, she supports "movies" from the beginning till the end and writes in the "one-directional" pattern. In spite of many flaws in grammar, the reader can follow her argument more easily in this post-writing.

IV. Conclusion:

We conducted the present study to examine whether the inner-argumentation analysis can be used as an effective pedagogical tool in the EFL composition class in Japan. The results of the study showed that it proved to be indeed an effective pedagogical tool. After receiving our rhetorical instructions, the students' argumentative writing showed much improvement. Specifically, after the instructions, the students tended to

(1) write higher-rated argumentative essays,
(2) write in the General-Specific discourse pattern,
(3) write in the one-directional argumentative pattern,
(4) and change argumentation less often in their writing.

Our analyses of sample writings have also shown these tendencies clearly.

As we have pointed out in the introduction, we have now ample evidences in the field of contrastive rhetoric that reveal rhetorical differences on the level of discourse between languages, for instance, between Japanese and English. However, to our knowledge, little attention has been paid to the pedagogical application of the findings derived from these past studies.

Recently Tedick and Mathison (1995) examined the relationship between

the holistic scores given to ESL students' essays and the rhetorical features found in those essays. They found that the students received higher scores on the essays that they "framed" well enough for readers to be able to make predictions about the content to come. Thus, Tedick and Mathison argue the importance of teaching "frames" in ESL composition. In our study, "frames," which Tedick and Mathison refer to, correspond to the GS discourse pattern and the one-directional argumentative pattern.

The present study dealt with argumentative writing written by Japanese students. More research is needed to devise different kinds of instruction by applying the findings of studies in contrastive rhetoric. Also, more pedagogical applications should be attempted to deal with different modes of discourse other than argumentation and to teach students of different language backgrounds.

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Appendix I

PASSAGE 1 'Do you think TV commercials should be banned totally?'

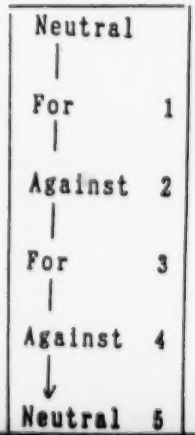
(1) No, definitely not! (2) We desperately need TV commercial. (3) Besides the Sears Catalog, TV commercials are one of the last representations of the real American family. (4) Where else do we see a perfectly sized (Heterosexual couple, a daughter, a son and a cat or a dog) families and happy fun-loving people. (5) TV ads show us that there still exist people who can go through daily life without fear of Nuclear Holocaust, contaminated drinking water or A.I.D.S. (6) TV ads show us people who wake up each morning to face bright, shiny kitchens, laundry that is snapping clean and cats that dance happily when fed. (7) Although, since we are constantly flooded with ads, we complain they interrupt our TV shows and prey on materialistic desire, I, for one, would mess them if they were gone. (8) When I put on the 6:00 News and listen with growing horror of world devastation that threatens to wipe out my existence, I'm grateful for the ad that interrupts and tells the joys of looking thirty at fifty years old, I hope I make it to fifty years old and am grateful for the fantasy of life at fifty that the commercial brings. (9) Commercials give us jingles to sing along with. (10) It gives our country a sense of unity when 80% of its population can sing 'you deserve a break today...' (11) Commercials give us time to make a sandwich between shows. (12) They leave time for lovers to be affectionate without interrupting their concentration on the movie they're watching. (13) Commercials give us something to desire: a new car, meat grinder, shampoo. (14) They perpetuate the materialism that unites us, to a certain extent, as a country.

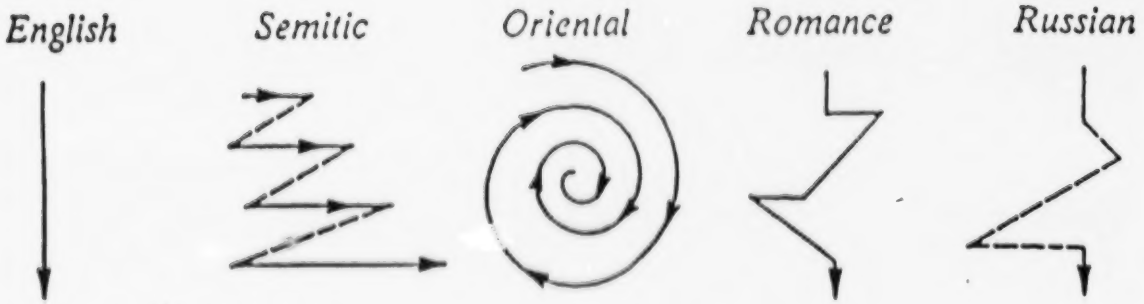
(1) For(G)
(2) For
(3) For
(4) For
(5) For
(6) For
(7) For
(8) For
(9) For
(10) For
(11) For
(12) For
(13) For
(14) For

PASSAGE 2

(1) There are many commercials there days. (2) We can say that each commodity has more than one commercials, so some people may feel it's too persistent but I like commercials. (3) Extremely saying, commercials are the symbol of the times because commercials sometimes make words that are going around and we can know what kind of things or persons were popular in each times. (4) Then I often watch special program which consists of old commercials and whenever I watch those I feel how well I recall the good old commercials. (5) Of course I don't accept all the commercials now. (6) Some are nonsense or only for the birds. (7) However many years later I may be going to feel in those ways. (8) But when I watch the movies on television and I am getting excited, they interrupt the story so it's a disturbance. (9) Thinking of these things it's the best way to build a broadcasting station only for commercials or to make a commercial period as a broadcasting program.

(1) Neutral
(2) For
(3) For
(4) For
(5) Against
(6) Against
(7) For
(8) Against
(9) Neutral





(Robert Kaplan, "Cultural Thought Patterns in Inter–Cultural Education")

Appendix 3

SAMPLE 1: SUBJECT A-7 (GROUP A)

<PRE-WRITING>

(C)

I am interested in the movies. But I have never been to go to the movie theater since when I was eight years old. This fact is very strange in myself. About that question, what I'm thinking is case by case either. If I go to the movie theater, there is a very wide and big screen. And also the sound is large and clear. That is why I will be feel the reality. All wishes to do of my whole body and heart, only to watch and watch the movies. When the movies finished, I will be able to feel.

But in case of the another. If I watch the video of the movies at home, though there isn't a wide screen, nice sounds and nice mood. But what the best point of the case of the video is to watch the scean any times and many times which ever I want. For example, the scean which was not heard well, not understand, missing moments and want to see much more. And while the movie is going, whenever I want to go to toilet is no problem. And I can watch it over a glass of juice or cup of coffee, eating cakes.

MOVIE

NEUTRAL 1

MOVIE 2

VIDEO 3

OM

(no G)

<POST-WRITING>

(A)

I think it is better to live in a rural town. If we live in a rural town, it is the best that we have a lot of nature. There is a 'green' all over the city. In the morning, the sun is shining, the sky is blue, the air is clean and clear and the birds is humming. In the evening, the sun is beautiful, the stars is blighting and the silent is surrounded the night.

So a rural town have many beautiful and nice nature.

And, the most of people who lived in a rural town is very kindness and friendly. A child is playing all over the village from after school to the time of the dinner. The life in a rural town slowly and heartful.

The other case of an urban town. There is many many people, cars, trains, buses, shops, houses, tall buildings, informations and many other things. If we live in there, we will loose a kindness.

People only to survice against the everyday life in an urban city and other things except myself.

So I think it is better to live in a rural town.

RURAL (G)

RURAL 0

GS

SAMPLE 2: SUBJECT A-62 (GROUP A)

<PRE-WRITING>

I think it is better to go to the movies, because I am excited so much with a film on a very wide screen. So I wonder that I want to buy a very big and big T.V. (about 100 intch). But I don't have a enough money.

By the way, I like to watch a rental videos at home, too as I like watching movies anyway and I think that my hobby is it. If I had a free time and a lot of money, I could go to the movies. Yet it is a impossible. So I think rental videos is a very convinient to poor me.

But the film my favorite actor's playing is better to to the movies than to see a rental videos.

The merit of rental videos are being able to see the popular films befor long at home.

And I often use the AV room in _____ University once in the weeks.

(C)
MOVIE (G)
NEUTRAL 1
VIDEO 2
MOVIE 3
VIDEO 4
MOVIE 5
VIDEO 6
GS

<POST-WRITING>

I think it is better to live in an urban city than a rural town. First, I think the urban city is very convinient, because there is a lot of supermarkets, departments, bookstores, musicshops, conviniencestores, and rental videoshops near my house.

Second, there is also many schools near my house. I have gone to the highschool by bicycle, so it's very useful. If I live in the rural town, I must get on a bus and train for a long time for going to the school. I hate it!

Third, I am able to watch a lot of T.V. programs in the urban city. In the rural town, a channel of T.V. is a few. I like watching T.V. drama very much, so the urban city is the best for me. I think that I want to live in the urban city forever.

(A)
URBAN (G)
URBAN 0
GS

SAMPLE 3: SUBJECT A-34 (GROUP A)

<PRE-WRITING>

I rerely go to the movies or watch videos at home, so it is difficult for me to decide which is better. I think it depends. Of course, to go to the movies is more exciting and more deeply impression. In the theater screen is wide, sound is clear, so watchers can find them being with favorite actor or actress. Or they imagine they are hero and heroin of the story. On the other hand, to watch videos at home is convenient comparing to the movies. But reason is cheap, it costs 300 yen or so to watch one video. In addition, it doesn't need money to catch a train, and to have a lunch or dinner in the restaurant. And being at home, watcher can do what they like. They may cry loudly, mustn't in the theater, watch lying on the floor, fulling sweets in their mouths. Recently, people who go to the movies is decreasing. In their busy life, people prefer cheap and convenient, I think. After all, I also prefer watching videos.

(C)
NEUTRAL
MOVIE 1
VIDEO (G) 2
SG

<POST-WRITING>

I think to live in an urban city is more fantastic. I want to live in there all my life. There are many merits in it. Many people move to center of Japan, so various industry comes out. Commercial, entertainment, many kinds of food, educational system, medicine, it is no end of examples. Longer I live makes us sensitive to trend, I suppose. City is full of fashionable goods which we can get and many people which we regard as ideal. In conclusion, urban life shows us infinite possibility, which we seek, we can have a wonderful time.

(B)
URBAN (G)
URBAN 0
GS

Appendix 6

SAMPLE 4: SUBJECT B-37 (GROUP B)

<PRE-WRITING>

For me, it is better to live in an urban city now. Because I have been living there for a long time.

In an urban city, there are many good merit. For example, it is convenient for people to take advantage of transportation: air plane, bus, subway, taxi and so on. And moreover, we have many place in that shopping, restraunt, amusement park, school.

It is very confortable and convenient for poeple to living daily life.

However, urban city is lack of green surroundings. And air is very dirty on account of car's gasolline. In that point, rural town is very good.

In a rural town, it is unable to live such as urban city life. But they have many things not having things in a urban city.

In a urban city, we lead a busy life but in an rural town, it is possible to lead relux life. People can lead a life in a silent place. It is envy for me in that point.

(C)

URBAN (G)

RURAL 1

URBAN 2

RURAL 3

GS

<POST-WRITING>

Of course, I am for the video to watch at home. There are some reason why I am for the video.

In the first place, it can be possible to get and look whenever I want to.

In the second place, it is able to rent video a few days in the video shop and it is not expensive to rent.

As to this video shop, mostly it is located in our neighborhood. So it is convenint for us.

And it is possible to see comfortably at home and repeat the lovely scene I like.

Thus, video is always ussuful for me that I have no time instead of movies. I think I will rent video all along.

(B)

VIDEO (G)

VIDEO 0

GS

SAMPLE 5: SURJECT B-32 (GROUP B)

<PRE-WRITING> (C)

It is very difficult question. NEUTRAL

Now I'm Iiving in TOKYO, urban city. But I had been living in Niigata, rural town, for 18 years.

So I know that both have good side and the other bad side.

When I was living in a rural town, I eager to live in an urban city. But in fact when I live in TOKYO, I enjoyed an urban life for a year. I missed fresh air, green woods, beautiful sky, etc... URBAN 1

RURAL 2

A rural town is really beautiful, I think.

In this summer, I visited HOKKAIDO. And I drove all around there by myself. So I could see real HOKKAIDO which is not for sightseeing. It was great and beautiful.

However I think living in a rural town like there for long time must be boring. I am interested in an urban city like New York. I think this city is very exciting. I could feel great power of people. I need the power like that. URBAN 3

When I touch the power of people, I can think I could do everything. They give me the great power.

Tortally, it's better for me to live in an urban city. (G)

They make me big and strong.

I may be a big star if I lived in an urban city. MD

<POST-WRITING> (B)

I love to go to the movies in a theater. MOVIE

In the theater, we have huge screen and big sounds.

When we watch videos at home, we cannot watch with big sounds owing to warry about nabor.

If I watched videos in this conditions, I cannot get satisfaction.

Especially, action movies need huge screen and big sounds.

I think that poeple who make the movies consider that we are going to go to the movies in the theater.

Moreover, I like the mood when we get out the theater. MOVIE 0

Many people who don't know each other watch the same movies at the same time. It is very interesting mood. OM